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ABSTRACT

Accessibility to a college education in Ontario, Canada, was assessed by studying the pattern of acceptances and rejections of various choices made by unregistered college applicants. Study concerns included: total offers to programs of choice from any college and from an Ontario college only; offers by institution type and program type for first three choices made; and main reasons why respondents did not attend college. Findings include the following: about 25 percent of the respondents did not receive any offers to a program of their choice from an Ontario university; about 15 percent did not receive any offers from an Ontario university; respondents choosing Ontario university programs in the applied sciences and the arts had the highest acceptance rates; respondents choosing programs in the applied health field had the lowest acceptance rate; just over 25 percent of the respondents did not attend any postsecondary institution in 1983; respondents who did not receive any offers to a program of their choice from an Ontario university were overrepresented in their choice of highly competitive programs such as engineering and nursing; and almost half of the respondents applied to Ontario universities only. Appended are study questionnaires, information on the research design, and a response coding manual. (SW)

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ACCESSIBILITY TO ONTARIO UNIVERSITIES

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On Behalf of

Commission on the Future Development
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HIGHLIGHTS FROM A SURVEY OF 1983 QUALIFIED ONTARIO UNIVERSITY NON-REGISTRANTS

* About one quarter of the respondents did not receive any offers to a program of their choice from an Ontario university; about 15% did not receive any offers at all (including alternative offers) from an Ontario university; less than 10% of the respondents did not receive any offers at all to any post-secondary institution.

* It is estimated that about 1100 of the survey population did not receive an offer from an Ontario university. This represented less than 3% of the total pool of about 38,000 traditionally qualified Grade 13 applicants.

* Over 80% of the respondents received an offer to at least one of their first three choices of a post-secondary program or institution.

* Respondents choosing Ontario university programs in the applied biological sciences and the arts had the highest acceptance rates; Respondents choosing programs in the applied health field had the lowest acceptance rates.

* Just over one quarter of the respondents did not attend any post-secondary institution in 1983.

* Respondents who did not receive any offers to a program of their choice from an Ontario university were over-represented in their choice of highly competitive programs such as engineering and nursing.

* The three main reasons given by respondents who did not attend a post-secondary institution for not doing so was because they felt "undecided about their future"; they "did not get accepted into the program of their choice"; or "they needed a break from school".

* The main reason why respondents rejected an offer from a particular institution was because they felt "they had received a better offer elsewhere"; very few respondents rejected an offer due to financial reasons.

* The most frequent activity of the respondents on November 1, 1983 and February 1, 1984 was either to be enrolled in an Ontario College of Applied Arts and Technology or to be in the labour force.

* The three most important general factors related to post-secondary educational choices were "the good reputation of one program", "the institution's reputation for academic excellence", and the "institution's reputation for job related programs".

* Differences were found in the reasons why respondents chose particular types of programs or institutions.

* About two thirds of the respondents chose to apply to either three or four programs.

* Just under two thirds of the respondents chose a program at an Ontario university as their first choice.

* The most frequently chosen program overall was an arts-related program.

* Almost half of the respondents applied to Ontario universities only.

INTRODUCTION

The Council of Ontario Universities, the Ontario Ministry of Colleges and Universities, the Commission on the Future Development of the Universities of Ontario and the Ontario Universities' Application Centre are concerned with the general issue of accessibility to post-secondary education in Ontario. In order to address this broad issue, Social Data Research was contracted to carry out a survey of students who, by traditional standards, were qualified to register in an Ontario university in 1983 but failed to do so.

Students wishing to attend a university in Ontario must submit an application through the Ontario Universities' Application Centre in Guelph. The centre is responsible for processing all applications for first year full-time study. There are two types of applicants - secondary school candidates, currently registered as full-time students in an Ontario grade 13; and regular candidates, not currently registered in an Ontario secondary school. The population for this study was drawn from the former group.

There were a total of 73,329 applicants for admission to university in Ontario in the fall of 1983 and slightly over 48,000 of these were secondary school candidates. The study population was defined by representatives from the Council of Ontario Universities, the Ontario Ministry of Colleges and Universities, the Commission on the Future Development of the Universities of Ontario and the Ontario Universities' Application Center, as all traditionally qualified secondary school applicants seeking admission to an Ontario university in the Fall of 1983 who were not registered as of November 1, 1983. Grade 13 visa

students were excluded from the study. Traditionally qualified applicants were those identified by the Application Centre as having achieved an overall standing of at least 60% on six Grade 13 credits. The study file, subsequently processed by the Application Centre, totalled 7299 persons. Since the research design called for each applicant to be sent a questionnaire, the data obtained describe the population directly rather than a sample drawn from that population, although the enumeration is less than complete due to a certain amount of non-response. Consequently, no significance tests are performed or confidence intervals estimated, as these would be both unnecessary and inappropriate.

A detailed description of the methodology used in this study, a schedule of events and meetings, the questionnaire design, the mailout procedure, response rates and biases, coding procedure, data entry, editing and analysis - as well as a copy of all study related materials - can be found in Appendices A and B. A summary of the above is presented in this section.

A self-administered questionnaire (see Appendix B-1) addressing such issues as the applicants' choice patterns, the institutions and programs chosen, reasons for their choices, the outcomes of their applications, reasons why they were not registered and their alternative activities, was sent to all members of the study population during the spring of 1984. After two follow-ups, a response rate of 58.6% was achieved, well within the projected goal of between 55 and 60%.

A random telephone survey of non-respondents produced only small differences between the respondents and the non-respondents, and thus no

weighting was introduced into the analysis. The returned surveys were coded, processed and edited for errors at the Application Centre and subsequent tables were produced.

In the following sections, a detailed description of the results is presented. First, the pattern of acceptances and rejections is be discussed, followed by an analysis of the respondents' overall choice patterns. Lastly, a profile of respondents who received no offers from an Ontario university is given. When reading this report one must be cautioned not to generalize these results to the university applicant pool as a whole. This report deals only with traditionally qualified applicants who subsequently did not register in an Ontario university in the fall of 1983.

(A) PATTERN OF ACCEPTANCES AND REJECTIONS

The question of accessibility to a post-secondary education in Ontario has been addressed in this study by observing the pattern of acceptances and rejections to the various choices that university non-registrants made. How many offers did these applicants receive? How successful were the applicants relative to their number of choices? Were there program or institutional differences with respect to offers and rejections? Finally, to what extent did respondents receive offers to their highest ranked choices? These questions are addressed in this section.

(i) Total and Alternative Offers

Table 1 displays the total number of offers that respondents received from any post-secondary institution as well as from an Ontario university to a program of their choice (see Appendix B-1: Q2, Q3). Looking first at offers from an Ontario university, about one quarter of the respondents did not receive any offers to a program of their choice, while about three quarters received up to three offers. Almost 90% of these applicants received at least one offer from a post-secondary program of their choice, and about 11% received no offers at all.

In some cases, when an applicant does not qualify for entrance into a highly competitive program, the institution will make an offer in an alternative program. In this study, about one quarter of the respondents received up to three alternative offers. When these are taken into account, the total number of offers received changes somewhat as shown in Table 2. The proportion of respondents

Table 1

Total Offers to Program(s) of Choice
from Any Post-Secondary Institution and from an
Ontario University Only

Number of Offers	% From any Post-Secondary Institution	% From an Ontario University
0 (none)	10.7	25.9
1	18.3	24.6
2	20.9	22.9
3	24.3	25.2
4	17.9	1.3
5	4.8	0.1
6	2.2	0.0
7	0.7	0.0
8	0.1	0.0
9	0.1	0.0
10	0.0	0.0

N = 4180

Table 2

Total Offers, Including Alternative Offers from any Post-Secondary Institution and from an Ontario University

Number of Offers	From any Post-Secondary Institution	From an Ontario University
0 (none)	7.0	15.4
1	13.1	22.1
2	19.0	26.4
3	26.5	31.7
4	22.1	3.7
5	7.2	0.6
6	3.6	0.1
7	1.0	0.0
8	0.4	0.0
9	0.1	0.0
10	0.0	0.0

N = 4180

who received no offers at all, including no alternative offers, from any institution decreases to 7% and those receiving no offers from any Ontario university decreases to 11%. A profile of these latter respondents as well as those who received only alternative offers will be presented in a later section.

It is estimated that about 1100 of the survey population did not receive an offer from an Ontario university. This represented less than 3% of the total pool of about 38,000 traditionally qualified Grade 13 applicants.

Another way of looking at an individual's success rate in terms of number of offers is to take into account the number of choices that he/she made in the first place. It is clear from these data that the more choices one made, the higher one's chances were of receiving at least one offer. For example, almost one fifth of the respondents who made three choices or less received no offers at all, compared to, on average, less than 5% of the respondents who made at least four choices. It is also worth noting that about one third of the respondents received offers to all of their programs of choice and slightly more than one third of these applicants received offers from all of the Ontario universities to which they applied.

(ii) Offers by Institution and Program Type

The previous section presents a picture of the overall outcome in terms of offers and rejections. Are there program or institutional differences in these trends, particularly for the main choices that respondents make? Looking first at Table 3, some differences in

Table 3

Offers by Institution Type for
First Three Choices Made

Institution	Offers Received: First Choice %	First Choice N	Second Choice %	Second Choice N	Third Choice %	Third Choice N
Ontario University	48.3	2724	57.1	3296	60.0	3111
Ryerson Polytechnical Institute	85.5	511	70.3	138	63.0	92
Ontario College of Art	57.7	26	33.3	6	50.0	4
Ontario College of Applied Art & Technology	81.4	440	74.0	396	73.4	387
Other Canadian University	93.5	293	86.3	95	87.5	48
U.S. College	80.7	83	76.0	50	60.5	38
Other Post-Secondary Institution	90.6	53	85.7	21	95.0	20

offers made by institution type can be noted. Slightly less than half of the respondents whose first choice was an Ontario university program received an offer of admission to their first choice. In fact, respondents applying to an Ontario university for their first choice had the lowest acceptance rate. Over one half of the Ontario College of Arts applicants received offers and over 80% of the respondents applying to the remaining institutions received an offer to their first choice. The highest rate of acceptance in the study came from the other Canadian universities where well over 90% of the respondents reported an offer received. Looking at the figures for second and third choices, the rate of acceptance to an Ontario university actually increases somewhat with over one half of the respondents receiving an offer to their second choice and about 60% receiving an offer to their third choice. The acceptance rate for most of the other institutions such as Ryerson, Ontario Colleges of Applied Arts and Technology and the U.S. colleges actually decreases for the second or third choice. In summary, integrating the first three choices together, it was found that just over 80% of the respondents received an offer to at least one of their first three choice institutions.

Turning to program differences, this time just for applicants to Ontario universities, differences were also noted. Originally there were 28 classifications for program. However, these were further collapsed into 7 groups - arts (including fine arts), business, science, engineering, applied health, applied biology and education. (For details of each category refer to Appendix B-4.) Table 4 shows that programs with the highest rate of acceptances

Table 4

Offers by Program Type for First Three Choices Made - Ontario Universities Only

Program	Offers Received: First Choice %	First Choice N	Second Choice %	Second Choice N	Third Choice %	Third Choice N
Arts-related	63.3	916	68.3	1232	71.1	1216
Business-related	46.9	405	56.7	496	59.4	461
General science	50.3	439	62.7	582	63.4	549
Engineering	31.2	471	35.6	483	43.2	444
Applied health	13.8	247	20.1	219	21.9	187
Applied biological science	76.9	65	83.2	95	78.9	71
Education	51.9	181	52.4	189	52.0	179

for respondents for first choice are those programs in the applied biological sciences (76.9%), followed by the arts-related programs (63.3%). On the other hand, programs such as nursing in the applied health field, had the lowest acceptance rate (13.9%) for respondents. The same differences among the programs can be noted for the second and third choices. In most programs, the rate of acceptance increases with the second and third choices.

(B) FACTORS AFFECTING RESPONDENTS' CHOICE NOT TO ATTEND ANY POST-SECONDARY INSTITUTION

This section looks at both the general and specific reasons, linked to program and institution, why respondents did not attend a post-secondary institution in 1983.

(i) General Factors

A number of respondents did not attend any post-secondary institution of any sort. In fact, just over one quarter of the respondents (26.3%) reported that they did not attend an institution.

Table 5 outlines the main reasons why these respondents did not attend a post-secondary institution, ranked in the order of their importance (See Appendix B-1: Q7). As the responses show, the reason rated as "very important" by most non-attenders was that they "felt undecided about their future" (44.4%). About one third of the non-attending respondents reported that they "did not get accepted into the program of their choice" and just under one third said that they "needed a break" from school. About one quarter of these respondents did not attend because they "did not

Table 5

Main Reasons Why Respondents Did Not Attend
Any Post-Secondary Institution

Main Factors	Percent Rated Very Important
Undecided about future	44.4
Did not get accepted into program of choice	33.4
Needed a break	32.0
Did not get accepted into institution of choice	25.6
Wanted to improve Grade 13 marks	23.2
Could not afford to go	22.2
Did not find right program	20.5
Decided to travel	16.7
Intended to look for work	10.9
Did not find right institution	9.6
Preferred to carry on with job	8.6
Parents did not want applicant to go	1.7
Main Additional Factors	
Pursued other interests	18.2
Not ready yet	10.5

N* = 1100

* Note: N may vary slightly from item to item due to individual item non-response.

get accepted into the institution of their choice", while just under one quarter "wanted to improve their grade thirteen marks". Slightly more than one fifth of non-attenders said they "could not afford to go" or "did not find the right program".

Overall the non-attenders were fairly evenly split into two groups - those who did not attend for the various reasons listed above and those who would have preferred to attend but were not accepted into the institution or program of their choice, or felt they could not afford to go.

Most respondents did not give any additional factors to those presented to them in the questionnaire; however, of those who did, most said that they did not attend a post-secondary institution because they wanted to pursue other personal interests such as professional sports, artistic endeavours, missionary work or other volunteer services.

(ii) **Specific Reasons**

Respondents were asked to give reasons why they chose to reject offers from particular institutions. Since almost three dozen different reasons were given (see Coding Manual, Appendix B-3), these were further re-classified into five main types: a better offer was received in another program or institution; the respondent was not accepted into the program or institution of his/her choice; personal reasons of their own choice such as "needing a break from school" or "being undecided about their future"; institutionally related reasons of their own choice such as "not finding the right institution or program", "the program or

institution not being recommended" or the "worry about not being able to get a job"; and finally, financial reasons such as "not being able to afford to go" or "not wanting to move away from home". Observing the rank order of these reasons in Table 6, some trends can be noted. The main reason why respondents rejected any offer - first, second or third - was because they felt they had received a better offer elsewhere. This usually meant that they had accepted an offer from one of their other choices, or they had received a scholarship from another institution. In almost half the cases, this was the reason given. The second most frequent reason given for the first three rejections was that the respondent, for various personal reasons mentioned above, decided against going to the institution(s). The least frequent category mentioned for rejection was the financial reason. Less than 10% of the respondents gave financial concerns as their reason for not accepting a specific offer. Finally, just over 10% of the respondents reported that they had not been accepted into the program or institution of their choice as a reason for not accepting any of the first three offers given.

Turning to the results for rejection of an offer to attend an Ontario university (see Table 6), the overall rankings are the same as those for any post-secondary institution; however, some small differences do appear. The main difference is that proportionately fewer people reject an offer from an Ontario university than from the institutions as a whole because they have received a better offer elsewhere (first rejection: 42.4% vs. 44.1%; second rejection: 46.8% vs. 48.3%, third rejection: 47.1% vs. 50.4%).

Table 6

Rank Order of Main Reasons Given for not Accepting Offers

Reasons for First Rejection	Percent	
	Total	Ontario Universities
A better offer was received to another choice	44.1	42.4
Own choice - personal reasons	21.0	21.3
Not accepted into program or institution of choice	12.1	13.5
Own choice - institutional reasons	11.9	11.5
Financial reasons	11.0	11.3
N	3448	2975
Reasons for Second Rejection		
A better offer was received to another choice	48.3	46.8
Own choice - personal reasons	20.9	21.2
Own choice - institutional reasons	11.2	10.7
Not accepted into program or institution of choice	10.3	11.5
Financial reasons	9.3	9.8
N	2686	2280
Reasons for Third Rejection		
A better offer was received to another choice	50.4	47.1
Own choice - personal reasons	21.2	22.5
Own choice - institutional reasons	11.8	11.8
Not accepted into program or institution of choice	9.2	10.6
Financial reasons	7.3	8.0
N	1671	1317

(C) ACTIVITY ON NOVEMBER 1, 1983 AND FEBRUARY 1, 1984

One of the main questions addressed by this study is "what happens to people who formally apply and qualify for admission but do not subsequently register full-time in an Ontario university?" In order to address this concern, respondents were asked to list their activities, both in terms of their education and otherwise, on November 1 of last year and also on February 1 of 1984 (see Appendix B-1: Q5, Q6). The results are presented in Table 7. It should first be pointed out that some respondents have carried out more than one activity during these time periods. For instance it is not unusual for a person to be a part-time student either in Grade 13 or a post-secondary institution and also be working full or part-time. In most cases (81%) respondents were doing the same thing on February 1 as they were on last November 1. There was a slight increase in university enrollments by February 1 and a decrease in enrollment in Grade 13, suggesting that some applicants returned to Grade 13 during the fall term and re-applied for admission to a university after Christmas.

Looking at the kinds of activities in general, some interesting trends can be noted. The two most common activities on both dates were for respondents to be either enrolled at an Ontario College of Applied Arts and Technology or to be working full or part-time. Secondly, almost the same proportion of respondents was enrolled in either a Canadian university outside Ontario or in Ryerson Polytechnical Institute. (Nov 1: 14.4% vs. 15.5%; Feb 1: 14.5% vs. 15.1%). As mentioned before, a number of applicants returned to Grade 13 (Nov 1: 11.4%, Feb 1: 7.2%) to upgrade their average.

Table 7

Activity* on November 1, 1983 and February 1, 1984

Activity	Nov. 1	Feb. 1
Enrolled full-time at an Ontario University	5.4	7.5
Enrolled part-time at an Ontario University	3.4	3.9
Enrolled full or part-time in a University outside Ontario	14.4	14.3
Enrolled full or part-time at Ryerson	15.5	15.1
Enrolled full or part-time at OCA	0.8	0.8
Enrolled full or part-time at a CAAT	22.8	23.5
Enrolled full or part-time at another institution	4.1	4.3
Enrolled full or part-time in Grade 13	11.4	7.2
Working full or part-time	25.5	25.5
Unemployed	2.3	3.2
Travelling	3.3	3.2
Other (other personal, voluntary or missionary, sports, family, religious and military)	3.9	3.5

* Note: In some cases respondents carried out more than one of the above activities at the same time.

Table 7 indicates that just under 10% of the respondents actually claimed to be registered on November 1 at an Ontario university. In fact, more than half of these were registered full-time.

Depending on the institution and the particular program, it is possible that a number of applicants were admitted at a later date. Some universities do have a January admission policy so that the results for February 1 enrollments are also not necessarily out of line.

(D) FACTORS AFFECTING EDUCATIONAL CHOICES OF UNIVERSITY NON-REGISTRANTS

In this section a detailed breakdown is given on why respondents made the educational choices that they did. Were there differences in their reasons for choosing particular institutions or programs? Once again, caution must be exercised not to generalize these results to the applicant pool as a whole. One must always remember that this study dealt only with those qualified applicants who did not register at an Ontario university in the Fall of 1983.

(i) General Factors

Respondents were asked to rank the importance of a list of general factors related to post-secondary educational choices (see Appendix B-1: Q.1) as well as to give more specific reasons for choosing each particular institution or program (see Appendix B-1: Q.2). Table 8 presents a list of the general factors in their rank order of importance as well as a list of additional factors reported by respondents. By far the most important general factor reported by the respondents was the "good reputation of one program". About

Table 8

Rank Order of General Factors and Additional Factors Related to Post-Secondary Educational Choices

Main Factors	Percent Rated Very Important
Good reputation of one program	60.4
Institution's academic excellence	49.9
Institution's reputation for job related programs	46.3
Finances	37.6
Advice of family	22.3
To move away from home town	19.4
Institution's location - close to home	18.5
Size of the institution	11.7
Size of the community in which the institution located	10.9
Institution's athletic facilities and programs	10.9
Advice or encouragement of counsellors	10.0
Advice or encouragement of friends	8.5
Advice or encouragement of high school teachers	8.2
To be with friends	4.9
Family member(s) attended institution chosen	2.0
Additional Factors	
The nature of the programs	3.9
Other locational factors	1.4
Facilities in general	1.2
Length of the program	0.9
Worry about a job	0.8

N = 4180

three fifths (60.4%) of the respondents rated this factor as very important. The second-highest ranked factor in importance was the "institution's reputation for academic excellence", rated by about half (49.9%) of the respondents as very important. Almost one half of the respondents (46.3%) rated the "institution's reputation for job related programs" as very important and more than one third of the respondents (37.6%) claimed that "finances" were a very important factor in their educational choice. Other factors which were ranked in the top half of the list were "advice of family members" (22.3%) and the opportunity "to move away from home" (19.4%). Factors from the list which were ranked as relatively unimportant by respondents were that "family members had attended the institution" (2.0%), "to be with friends" (4.9%), and the "advice or encouragement of high school teachers or counsellors" (8.2%).

About 15% of respondents gave at least one additional factor that was very important for them. Of the additional factors given, the most important one was the overall "nature of the programs" (3.9%).

(ii) Specific Reasons

When asked for specific reasons why they chose a particular program or institution, these respondents gave over three dozen different reasons. The full list of reasons is presented in the coding manual in Appendix B-3 (Q2A4). However, for purposes of this report the list was recategorized into nine groups: the institution's general or academic reputation; the reputation of one particular program; the respondent's interest in a particular field; the

institution's reputation for job related programs including the co-op program; the advice of others such as family, friends, teachers and counsellors; finances and the location of an institution close to home; the institution's ambience including the general atmosphere, the facilities, the institution's size, the size of the community in which the institution was located, institution chosen by friends, friends in the community and other locational factors (i.e. bilingual community, atmosphere of the community); other institutionally related reasons such as the admission requirements, the program requirements in terms of length and difficulty, the method of teaching, as a contingency against not being accepted elsewhere, the promotion of a particular institution, scholarship received at a particular institution and the fact that the institution was bilingual; and finally, other personal reasons.

In Table 9, the types of reasons are listed for the first three choices made by respondents. Regardless of whether the choice was a first, second or third one, there are two types of reasons given most often by these respondents for choosing a particular program or institution. They are "interest in a particular field or career" (first choice: 30.0%; second choice: 26.5%; third choice: 24.3%) and "the institution's reputation" (21.9%; 21.3%; 18.2%). The third predominant reason, however, differs among the three choices. In the case of a first or second choice program or institution, "the good reputation of a particular program" was given. However, for the third choice program or institution, respondents were likely to give another institution or program-

Table 9

Rank Order of Main Reasons Given for First Three Educational Choices of a Particular Institution or Program

Reason	1st Choice %	(Rank)	2nd Choice %	(Rank)	3rd Choice %	(Rank)
The interest in a particular field or career	30.0	(1)	26.5	(1)	24.3	(1)
The institution's reputation for academic excellence	21.9	(2)	21.3	(2)	18.2	(2)
The good reputation of a particular program	15.4	(3)	13.9	(3)	11.5	(4)
Financial reasons	10.1	(4)	10.3	(4)	11.1	(5)
The institution's ambience	7.7	(5)	8.7	(6)	8.9	(6)
The institution's reputation for job related programs	5.9	(6)	4.1	(7)	3.2	(8)
Other institutional reasons	3.9	(7)	9.1	(5)	16.3	(3)
Other personal reasons	2.7	(8)	3.3	(8)	3.3	(7)
Advice from others	2.4	(9)	2.7	(9)	3.1	(9)
N	3911		3698		3330	

related reason. Third choices were often made in case offers were not received for first or second choices, or because the admission requirements were lower.

(iii) Specific Reasons Related to Program and Institution

Table 10 presents a breakdown of the main reasons given for each of three choices by the program of choice (see Appendix B-4 for details of program groupings). For the first choice reasons, with the exception of the field of education, respondents generally gave the same three reasons for choosing their program - either "the interest in a particular field or career", "the institution's reputation" or the "good reputation of one particular program". In the case of respondents selecting the field of education as their first choice, the "institution's ambience", particularly the facilities, was one of the top three ranked choices.

Similarly for the second choice program, the rankings for the main reasons given did not differ significantly across programs. However, once again the "institution's ambience" was chosen as the third ranked reason by respondents choosing education.

The ranking of reasons differed somewhat more for third choice programs. For respondents choosing either arts, business, science or engineering, the three main reasons for doing so were either "the interest in a particular field or career", "the institution's reputation", or "other institutional related reasons". While two of the above three reasons were also most important for applied health, applied biology and education applicants, "the good reputation of a particular program" was chosen as more important

Table 10

Rank Order of Reasons for First Three Choices by Program

First Choice Reason	Total	Arts	Business	Science	Engin.	Health	Biol.	Education
	%(Rank)	%(Rank)	%(Rank)	%(Rank)	%(Rank)	%(Rank)	%(Rank)	%(Rank)
The interest in part. field or career	30.0(1)	26.6(1)	25.0(1)	29.2(1)	35.4(1)	34.3(1)	43.7(1)	34.9(1)
The institution's reputation	21.9(2)	25.6(2)	23.1(2)	21.5(2)	22.3(2)	16.2(3)	12.0(3)	12.0(4)
The good reputation of part. program	15.4(3)	13.6(3)	18.7(3)	14.4(3)	11.2(4)	18.6(2)	21.8(2)	21.9(2)
Financial reasons	10.1(4)	10.7(4)	10.1(4)	11.1(4)	8.1(5)	12.6(4)	5.6(5)	7.3(5)
The institution's ambience	7.7(5)	10.4(5)	5.5(6)	8.2(5)	4.7(6)	4.8(5)	6.3(4)	12.5(3)
The inst. reput. for job-rel. progs.	5.9(6)	2.0(9)	9.0(5)	6.4(6)	12.8(3)	4.5(6)	2.8(7)	3.1(7)
Other instit. related reasons	3.9(7)	4.5(6)	3.8(7)	4.0(7)	2.8(7)	4.3(7)	3.5(6)	3.6(6)
Other personal reasons	2.7(8)	4.3(7)	2.1(9)	2.4(9)	0.9(9)	2.1(9)	2.8(8)	1.0(8)
Advice from others	2.4(9)	2.3(8)	2.6(8)	2.7(8)	1.9(8)	2.6(8)	1.4(9)	3.5(6)
Second Choice Reason								
The interest in part. field or career	26.5(1)	21.3(2)	19.0(2)	29.8(1)	31.1(1)	31.7(1)	51.8(1)	37.3(1)
The institution's reputation	21.3(2)	21.7(1)	22.2(1)	23.1(2)	25.2(2)	16.7(2)	14.0(2)	10.8(4)
The good reput. of part. program	13.9(3)	12.9(3)	17.3(3)	12.6(3)	11.2(3)	16.1(3)	14.0(2)	17.8(2)
Financial reasons	10.3(4)	11.7(5)	12.8(4)	9.3(4)	7.2(6)	11.2(4)	5.3(3)	6.5(6)
Other instit. related reasons	9.1(5)	12.0(4)	7.2(6)	8.8(5)	7.4(5)	6.1(6)	5.3(3)	9.2(5)
The institution's ambience	8.7(6)	10.5(6)	8.5(5)	7.4(6)	5.3(7)	9.2(5)	2.6(5)	13.5(3)
The inst. reput. for job-rel. progs.	4.4(7)	1.4(9)	6.5(7)	4.0(7)	9.8(4)	3.2(7)	3.5(4)	2.2(7)
Other personal reasons	3.3(8)	5.6(7)	2.9(9)	1.9(9)	0.9(9)	3.2(7)	0.1(7)	0.0(8)
Advice from others	2.7(9)	2.9(8)	3.6(8)	3.0(8)	1.8(8)	2.6(8)	0.9(6)	2.2(7)
Third Choice Reason								
The interest in part. field or career	24.3(1)	20.7(1)	18.8(2)	26.8(1)	30.1(1)	27.5(1)	41.8(1)	30.1(1)
The institution's reputation	18.2(2)	17.6(3)	20.4(1)	19.6(2)	21.7(2)	16.8(2)	5.6(7)	10.2(5)
Other institutional related reasons	16.3(3)	20.6(2)	15.8(3)	14.3(3)	13.0(3)	11.0(5)	6.6(4)	16.3(2)
The good reput. of one part. program	11.5(4)	8.3(6)	14.7(4)	13.1(4)	9.8(4)	16.8(3)	17.6(2)	14.5(3)
Financial reasons	11.1(5)	12.9(4)	12.1(5)	10.3(5)	8.3(5)	11.7(4)	4.4(6)	7.8(6)
The institution's ambience	8.9(6)	11.2(5)	8.8(6)	8.0(6)	4.0(8)	8.2(6)	3.3(8)	13.3(4)
Other personal reasons	3.3(7)	4.7(7)	2.4(9)	2.3(8)	0.8(9)	3.8(7)	8.8(3)	2.4(8)
The inst. reput. for job-rel. progs.	3.2(8)	1.3(9)	4.0(7)	3.6(7)	7.2(6)	2.1(8)	5.5(5)	2.4(8)
Advice from others	3.1(9)	2.7(8)	2.9(8)	2.1(9)	5.1(7)	2.1(8)	6.6(4)	3.0(7)

than "other institutional reasons" for these programs.

In addition to differences in the ranking of reasons, there were also some notable differences in the relative numbers choosing one reason over another compared across programs. For example, these applicants to arts and business programs were less interested in a particular field or career than applicants to other programs. On the other hand, arts applicants seemed to be more concerned about the institution's reputation than the other applicants. Applicants to programs such as business, engineering, applied health and biology, and education were more likely to choose the "good reputation of a particular program" than arts and science applicants. Another notable difference can be seen over the concern for job-related programs. This concern was expressed more by engineering applicants for all three choices than by any other applicants.

In Table 11, the same list of reasons for the first three program and institution choices is broken down by institution type. Originally, over 75 possible institutional choices existed; however, this list was subsequently reduced to seven groups - Ontario universities, Ryerson Polytechnical Institute, Ontario College of Art (OCA), Ontario Colleges of Applied Arts and Technology (CAAT), other Canadian universities, U.S. colleges and other private institutions. (See the coding manual in Appendix B-3 for the complete list.)

Comparing the rank ordering of reasons for the first three choices, some differences can be noted. Respondents choosing an Ontario

Table 11

Rank Order of Reasons for First Three Choices by Institution

First Choice Reason	Total %(Rank)	Ont. Univ. %(Rank)	Ryerson %(Rank)	OCA %(Rank)	CAAT %(Rank)	Other Can.Un. %(Rank)	USA %(Rank)	Other %(Rank)
The interest in part. field or career	30.0(1)	28.8(1)	30.6(1)	42.3(1)	49.0(1)	15.4(3)	5.0(5)	35.8(1)
The institution's reputation	21.9(2)	22.5(2)	21.3(3)	23.1(2)	8.1(5)	30.2(1)	52.5(1)	18.9(2)
The good reputation of part. program	15.4(3)	15.2(3)	22.4(2)	23.1(3)	11.7(3)	14.4(4)	6.3(4)	5.7(5)
Financial reasons	10.1(4)	11.7(4)	3.1(6)	0.0(-)	12.7(2)	7.0(5)	3.8(6)	7.5(4)
The institution's ambience	7.7(5)	7.9(5)	2.1(9)	0.0(-)	2.9(7)	21.8(2)	15.0(2)	3.8(6)
The inst. reput. for job-rel. progs.	5.9(6)	4.8(6)	11.2(4)	0.0(-)	9.1(4)	0.4(8)	7.5(3)	17.0(3)
Other institutional related reasons	3.9(7)	3.7(7)	4.1(5)	11.5(4)	4.1(6)	4.2(7)	3.8(6)	5.7(5)
Other personal reasons	2.7(8)	2.5(9)	2.5(8)	0.0(-)	1.2(9)	5.6(6)	6.3(4)	1.8(7)
Advice from others	2.4(9)	2.8(8)	2.7(7)	0.0(-)	1.4(8)	0.1(9)	0.0(-)	0.1(8)
Second Choice Reason								
The interest in part. field or career	26.5(1)	25.7(1)	29.0(1)	16.7(2)	37.4(1)	14.9(4)	6.1(3)	31.6(1)
The institution's reputation	21.3(2)	21.5(2)	22.1(2)	83.3(1)	13.2(2)	26.4(1)	53.1(1)	15.8(2)
The good reput. of part. program	13.9(3)	13.9(3)	20.6(3)	0.0(-)	11.8(4)	18.4(3)	4.1(4)	5.3(4)
Financial reasons	10.3(4)	10.6(4)	2.3(8)	0.0(-)	12.1(3)	6.9(5)	8.2(2)	15.8(2)
Other institutional related reasons	9.1(5)	9.3(5)	12.2(4)	0.0(-)	8.0(5)	5.7(6)	6.1(3)	5.3(4)
The institution's ambience	8.7(6)	8.9(6)	2.3(7)	0.0(-)	6.6(7)	21.8(2)	10.2(2)	10.5(3)
The inst. reput. for job-rel. progs.	4.4(7)	3.7(7)	6.1(5)	0.0(-)	7.4(6)	1.1(8)	6.1(3)	10.5(3)
Other personal reasons	3.3(8)	3.6(8)	2.3(8)	0.0(-)	1.1(9)	3.4(7)	4.1(4)	5.3(4)
Advice from others	2.7(9)	2.8(9)	3.1(6)	0.0(-)	2.5(8)	1.1(8)	2.0(5)	0.0(5)
Third Choice Reason								
The interest in part. field or career	24.3(1)	23.4(1)	30.7(1)	0.0(-)	32.7(1)	9.5(4)	5.6(4)	55.6(1)
The institution's reputation	18.2(2)	18.7(2)	19.3(2)	100.0(1)	9.1(5)	31.0(1)	50.0(1)	5.6(4)
Other institutional related reasons	16.3(3)	16.8(3)	10.8(4)	0.0(-)	14.5(3)	11.9(3)	13.9(3)	0.0(-)
Financial reasons	11.5(4)	10.7(5)	7.2(5)	0.0(-)	17.0(2)	4.8(5)	0.0(-)	11.1(3)
Good reput. of one part. prog.	11.1(5)	12.0(4)	16.9(3)	0.0(-)	9.4(4)	4.8(5)	2.8(5)	16.7(2)
The institution's ambience	8.9(6)	9.2(6)	2.4(7)	0.0(-)	6.3(6)	28.6(2)	16.7(2)	0.0(-)
The inst. reput. for job-rel. progs.	3.3(7)	2.7(9)	7.2(5)	0.0(-)	6.0(7)	0.0(-)	5.6(4)	5.6(4)
Other personal reasons	3.2(8)	3.4(8)	0.0(-)	0.0(-)	2.3(9)	9.5(4)	5.6(4)	5.6(4)
Advice from others	3.1(9)	3.1(7)	6.0(6)	0.0(-)	2.8(8)	0.0(-)	0.0(-)	0.0(-)

university, Ryerson or O.C.A. generally were in consensus about their main reasons for doing so - "an interest in a particular field"; "the institution's reputation"; and the "good reputation of one particular program". For respondents choosing a CAAT, financial reasons appeared to be relatively more important for at least two of their first three choices, and for respondents choosing another Canadian university or a U.S. college, the institution's ambience was highly ranked. One of the main reasons applicants chose an "other private institution" was its "reputation for job-related programs."

When comparing the percentage distributions of respondents' reasons across the various types of institutions, further differences are worth noting. Respondents whose first choice was a CAAT or the Ontario College of Art, for instance, were much more likely to have based their choice on their interest in a particular field or career. In fact, approximately half of these applicants gave this reason. Similarly, about half of the respondents who selected a U.S. college for one of their first three choices, did so because of "the institution's reputation." Finally, respondents who chose Ryerson, a CAAT, a U.S. college and particularly a private institution, were more concerned about the institution's reputation for job-related programs than applicants to an Ontario or other Canadian university.

(E) PATTERNS OF CHOICE

The following section addresses the issue of choice to a post-secondary education. Once again one must keep in mind that this

study deals only with non-registered applicants and not all applicants to Ontario universities. How many choices did these applicants make? What types of institutions did they chose? Which programs and institutions were ranked higher than others? Finally, what were the various combinations of programs and institutions that applicants chose? These questions are answered below.

(i) Number of Choices

Respondents were asked to list in the original order of their preference up to ten choices of a program and institution (see Appendix B-1: Q2). The breakdown of the total number of choices by institution type is presented in Table 12. About two thirds of the respondents applied to either three or four programs. Of these, at least one choice was a program at an Ontario university and in fact, well over 90% of the respondents chose up to three different Ontario university programs. Few respondents, however, made more than three choices. In addition to this, about one third of the respondents also chose at least one CAAT program, about one quarter chose a program or two at Ryerson, and between 5% and 15% of the respondents selected either another Canadian or American university or a private institution. Very few of the respondents chose OCA in addition to an Ontario university.

(ii) Ranking of Choice by Institution

Looking at the respondents' first five choices of institutions and programs, more than one third of the respondents did not select an Ontario university program as their first choice (see Table 13). However, for their second choice, over 80% of the respondents chose

Table 12

Total Number of Program and Institutional Choices by Type of Institution

Number of Choices	% Total	% Ontario Univ.	% Ryerson	% OCA	% CAAT	% Other Canadian Univ.	% U.S. College	% Other Inst.
0 (none)	1.2 *	2.9 *	75.0	98.8	65.3	87.3	96.1	96.3
1	2.9	8.6	23.7	1.2	14.4	10.7	2.5	3.4
2	7.2	16.4	1.2	0.0	8.0	1.7	0.6	0.2
3	31.0	65.2	0.1	0.0	9.9	0.2	0.4	0.1
4	31.5	5.4	0.0	0.0	1.3	0.1	0.2	0.0
5	11.2	1.2	0.0	0.0	0.5	0.0	0.1	0.0
6	8.6	0.3	0.0	0.0	0.4	0.0	0.0	0.0
7	4.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0
8	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10 (choices)	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0

N = 4180

* Note: Although all respondents are on record as having made at least one application to an Ontario university, a small minority of respondents did not recall their application or elected not to respond to this question correctly.

Table 13

Rank Order of Choice by Type of Institution

Institution	% 1st Choice	% 2nd Choice	% 3rd Choice	% 4th Choice	% 5th Choice
Ontario University	65.2	82.3	84.1	53.1	38.7
Ryerson Polytechnical Inst.	12.2	3.4	2.5	10.6	4.8
Ontario College of Art	0.6	0.1	0.0	0.5	0.0
Ontario Colleges of Applied Arts and Technology	10.5	9.9	10.5	26.4	48.2
Canadian Universities Outside Ontario	7.0	2.4	1.3	5.2	4.7
U.S. Colleges	2.0	1.2	1.0	2.4	2.4
Other Post-Secondary Institutions	1.3	0.5	0.5	1.8	1.1
N	4130	4005	3702	2414	1093

a program at an Ontario university. Of Ontario universities, Toronto, as well as Western, Waterloo and Queens were the most frequent first choices, and for those respondents choosing an institution other than an Ontario university, Ryerson Polytechnical Institute was the most popular choice.

It can also be noted in Table 13 that proportionately fewer respondents selected an Ontario university as their fourth and fifth choice, and proportionately more selected a College of Applied Arts and Technology.

(iii) Ranking of Choices by Program

The program most frequently chosen by respondents for any of their first five choices was an arts-related one with as many as one third selecting arts as their first, second or third choice (see Table 14). Between 15% and 20% of respondents chose business, science or engineering, these programs being the second most frequently selected programs. The least chosen programs were health, biological sciences and education.

(iv) Pattern of Choices by Institution

In Table 15, figures are presented to show the number of times an Ontario university was chosen relative to the total number of choices these applicants made. With the exception of those respondents making less than three choices, regardless of how many choices an applicant made overall, generally only three Ontario universities were chosen. For example, although well over half of the respondents made more than three selections overall, very few

Table 14

Rank Order of Choice by Type of Program

Program	% 1st Choice	% 2nd Choice	% 3rd Choice	% 4th Choice	% 5th Choice
Arts-related	33.6	35.8	36.8	31.0	26.7
Business-related	16.5	15.6	16.3	18.7	20.3
General science	13.7	16.1	15.8	14.4	12.9
Engineering	16.8	14.9	14.6	16.8	14.6
Applied health	10.6	9.2	8.6	12.4	18.8
Applied biological sciences	3.7	3.2	2.8	3.5	4.5
Education	4.9	5.1	5.0	3.2	2.2
N	4131	4007	3702	2403	1085

Table 15

Percent of Respondents Choosing Ontario Universities
by Total Number of Choices

Total Number of Applications Made		Number of Ontario Universities Chosen										
	(N)	0*	1	2	3	4	5	6	7	8	9	10
One	(122)	32.0	68.0	-	-	-	-	-	-	-	-	-
Two	(302)	5.0	39.1	56.0	-	-	-	-	-	-	-	-
Three	(1296)	0.9	6.6	22.1	70.4	-	-	-	-	-	-	-
Four	(1317)	0.2	3.6	8.0	78.5	9.6	-	-	-	-	-	-
Five	(469)	0.4	3.6	15.1	62.3	13.6	4.9	-	-	-	-	-
Six	(361)	0.0	0.8	10.2	79.5	3.9	3.6	1.9	-	-	-	-
Seven	(166)	0.0	1.2	6.0	79.5	6.0	4.2	3.0	0.0	-	-	-
Eight	(64)	0.0	4.7	7.8	65.6	10.9	7.8	1.6	0.0	1.6	-	-
Nine	(16)	0.0	0.0	6.3	81.3	6.3	6.3	0.0	0.0	0.0	0.0	-
Ten	(17)	0.0	0.0	0.0	82.4	5.9	0.0	5.9	0.0	0.0	5.9	0.0

* Note: Although all respondents are on record as having made at least one application to an Ontario university, a small minority of respondents did not recall their application or did not answer this question correctly.

of the applicants chose more than three universities. Some general trends can be observed in the various combinations of program and institution choices (see Table 16). Regardless of the total number of choices made, almost half (47.4%) of the respondents chose only to apply to an Ontario university. About one quarter (24.5%) of the respondents selected a combination of at least one Ontario university as well as a College of Applied Arts and Technology. The third most frequent combination of choices made was that of at least one Ontario university and a program at Ryerson. Only a few people selected a program from each of the four types of institution.

v) **Pattern of Choices by Program**

Table 17 presents figures describing trends in program choices, controlling for first choice of programs. In general, respondents having chosen arts as their first choice program showed the least variance in their choices, while applicants having chosen education or applied biological sciences showed the most variance. For example, of those respondents who chose arts as their first choice, over 80% also chose arts as their second choice, and over 75% chose arts for all three of their first three choices - and so forth. On the other hand, we see that a smaller proportion, having chosen business, science or engineering as their first choice, also chose the same programs for subsequent choices. These figures are to some extent a function of the number of different programs offered in the various institutions. However, they also partly reflect the applicants' career choices.

Table 16

Combinations of Choices by Type of Institution

Choices	N	Percent
Ontario Universities only	1980	47.4
Ontario Universities and at least one College of Applied Arts and Technology	1026	24.5
All of the above and Ryerson	397	9.5
All of the above and another Institution	9	0.2
Ontario University and Ryerson	623	14.9
Ontario University Ryerson and another Institution	14	0.3
Ontario University and another Institution	100	2.4
Ontario University, CAAT and another Institution	18	0.4
Incomplete Information	13	0.4
Total	4180	100.0

Table 17

Combination of Choices by Type of Program
Controlling for First Choice

First Choice Program	Ranking Choice									
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Arts	100.0	82.8	77.4	66.4	51.4	41.1	32.6	33.3	40.0	60.0
Business	100.0	75.6	60.0	58.8	40.5	55.4	52.0	33.3	50.0	33.3
Science	100.0	57.8	66.2	51.9	34.4	21.2	15.4	33.3	0.0	100.0
Engineering	100.0	58.1	67.0	63.2	48.8	52.3	37.0	36.4	33.3	50.0
Applied health	100.0	59.1	47.8	36.7	41.4	52.9	53.5	15.8	25.0	33.3
Applied biological sciences	100.0	44.4	29.6	24.3	15.8	25.0	33.3	0.0	0.0	0.0
Education	100.0	38.5	57.0	28.0	8.3	13.3	0.0	0.0	0.0	100.0

(F) A PROFILE OF ONTARIO UNIVERSITY NON-OFFERS

The final section of the study deals with those respondents who reported receiving no offers at all to any of the programs of their choice at an Ontario university. Our analysis earlier indicated that this was the case for about one quarter (25.8%) of the respondents. By taking alternative offers into account, this group is further reduced to 15.4% of the respondents. Are there trends in the types and numbers of programs and institutions chosen by these respondents? What were these respondents doing on November 1, 1983 and February 1, 1984? Are there any other differences between these and the respondents as a whole that are worth noting? These questions are addressed below.

(i) Patterns of Choice

Looking first at whether or not there is a difference between the respondents as a whole and those who received no offers from an Ontario university in terms of total number of choices made, Table 18 presents the mean number of total choices and the mean number of choices to an Ontario university for various types of respondents. First, it is clear that those respondents who did not receive any offers at all also on the average chose to apply to fewer institutions, including Ontario universities. Those respondents who received only alternative offers applied to a higher number of Ontario universities and institutions in general than did those who received no offers, but this group still applied to fewer institutions than the respondents as a whole.

Table 18

Mean Number of Total Choices and Choices to an Ontario University for those Respondents Receiving no Offers from an Ontario University

	N	Mean Number of Choices	Mean Number of Choices to an Ontario University
Respondents with no offers of their choice	1081	3.7	2.3
Respondents with no offers at all	644	3.3	2.1
Total respondents	4180	3.9	2.7

Table 19 presents the selection of an Ontario university as at least one of the first five choices broken down by whether or not respondents received any offers. Once again there are differences between the non-offers and the respondents as a whole. In terms of a first choice, proportionately more who did not receive any offers to their choice(s) of an Ontario university chose one as their first choice (71.8%) than did the respondents as a whole (64.7%). Similarly, those who did not receive any offers at all, including alternative offers, were more likely to have chosen an Ontario university as their first choice (67.4%) than were the respondents as a whole. The reverse trend is true for second, third, fourth and fifth choice where proportionately greater numbers of the respondents as a whole chose an Ontario university than did either of the non-offer groups.

In Table 20, some program choices are broken down by the same three groups. In this table, program was not recategorized as before but rather the five largest programs, in terms of number of applicants, were selected for comparison. There are clear differences in program selection for the first three choices between those who did not receive any offers to their choice(s) of a program and the respondents as a whole. First of all, respondents with no offers to their choice of university are very much under-represented in the general arts program selection for all three choices. Whereas between one fifth and one quarter of the total respondents chose general arts as at least one of their first three choices, only between 13% and 17% of the non-offer group did so. On the other hand, proportionately more non-offers chose programs such as

Table 19

Choice of an Ontario University
among the Top Five Choices

	Respondents with no offers of their choice %	Respondents with no offers at all %	Total Respondents %
First Choice	71.8	67.4	64.7
Second Choice	77.5	77.8	82.1
Third Choice	76.8	77.1	83.8
Fourth Choice	32.6	31.4	52.6
Fifth Choice	26.8	25.4	38.3

Table 20

Choice of a Specific Program for First Three Choices

First Choice	Respondents with no offers of their choice	Respondents with no offers at all	Total Respondents
Selected Programs	%	%	%
General Arts	13.2	19.3	20.6
General Science	12.5	12.3	13.8
Business	16.0	17.6	16.0
Engineering and Applied Science	17.1	13.3	13.5
Nursing	14.7	7.4	7.2
Second Choice			
Selected Programs			
General Arts	16.6	25.0	25.1
General Science	14.3	15.0	16.2
Business	15.8	17.1	15.1
Engineering and Applied Science	15.6	11.2	12.0
Nursing	15.4	7.2	7.2
Third Choice			
Selected Programs			
General Arts	15.7	24.6	26.1
General Science	13.7	14.0	15.8
Business	15.9	17.0	15.8
Engineering and Applied Science	17.0	11.7	12.2
Nursing	16.8	8.7	7.3

engineering or nursing. In fact twice as many non-offers had chosen nursing as one of their first three programs than had the respondents as a whole. The differences between the groups in the other programs - science and business - are only slight.

Complementing the differences in the choice of program are differences in the choice of institution as well. Ontario universities offering programs such as nursing and engineering are more likely to have to turn away applicants than those institutions who do not, and in particular McMaster, Waterloo and Western have a high proportion of applicants who did not receive offers.

The results in Table 20 suggest that the question of accessibility to one's educational choice may be partly a function of one's choice of a program. Although the purpose of this report is not to address the question of why respondents are admitted to a particular program, one would expect, given the admission policies of the universities of Ontario, that those respondents who did not receive an offer to a university program of their choice were not as academically qualified as those who did. Since the Grade 13 grade point average was attached to the survey data file for each respondent, this assumption could be tested and in fact confirmed (See Table 21). Quite clearly in all program areas, regardless of ranking of choice, the average grade for those respondents who received an offer was higher (in some cases considerably) than the grade average for those who did not receive an offer. If one looks specifically at the engineering programs and applied health (the largest component being nursing), it becomes apparent that in order for an applicant to receive an offer to any of these programs it is

Table 21

Mean Grade 13 Grade Point Average by Program and Whether or Not an Offer was Received - Ontario University Programs Only

	An offer was made	No offer was made
First Choice Program		
Arts-related	73.1	66.2
Business-related	73.9	67.0
General Science-related	76.4	68.0
Engineering-related	80.4	71.1
Applied Health	76.9	72.0
Applied Biological Sciences	70.8	66.8
Education-related	69.5	64.2
Second Choice Program		
Arts-related	73.8	66.6
Business-related	74.2	67.3
General Science-related	77.1	67.8
Engineering-related	80.4	71.5
Applied Health	78.2	71.4
Applied Biological Sciences	70.7	68.7
Education-related	70.8	64.7
Third Choice Program		
Arts-related	74.0	66.7
Business-related	74.2	66.8
General Science-related	77.4	68.0
Engineering-related	79.2	71.3
Applied Health	77.4	71.3
Applied Biological Sciences	71.8	68.1
Education-related	70.4	65.0

necessary to achieve an average well above that required for most of the other programs.

Related to this finding, it is interesting to note that a large group of respondents expressed their dislike of entrance requirements. In a final question on the survey, all respondents were asked to comment on the admission process in general, and most elected to do so (See Appendix B-1: Q8). One of the more frequent comments was that universities should consider more than just Grade 13 marks in their admission requirements. Many respondents suggested that universities look at extra-curricular activities as well as marks from previous grades.

Finally, if one compares the overall Grade 13 grade point average of the non-offer group with the respondents as a whole, the above differences are further confirmed. Respondents who received no offers at all had an average of 65.8% compared to 67.2% for those who received alternative offers only and 71.9% for the respondents as a whole.

(ii) Activity on November 1, 1983

Comparing the non-offer group with the respondents as a whole in terms of their activity on last November 1, further differences can be noted (See Table 22). Both those respondents who received no offers at all to a university as well as those who received alternative offers only were more likely to have either returned to Grade 13, enrolled at an Ontario College of Applied Arts and Technology or entered the labour force than the respondents as a whole. The most frequent activity of those who received

Table 22

Activity* on November 1, 1984 for Respondents Who Did Not Receive University Offers

	Respondents with no offers of choice	Respondents with no offers at all	Total offers
Enrolled full-time at an Ontario University	1.1	0.8	5.4
Enrolled part-time at an Ontario University	1.9	0.6	3.4
Enrolled full-time or part-time at a university outside Ontario	6.5	7.0	14.4
Enrolled full-time or part-time at Ryerson	14.2	10.9	15.5
Enrolled full-time or part-time at OCA	0.6	0.8	0.8
Enrolled full-time or part-time at an Ontario College of Applied Art and Technology	31.6	29.5	22.8
Enrolled full-time or part-time at another institution	2.8	3.1	4.1
Enrolled full-time or part-time in Grade 13	19.6	22.7	11.4
Working full or part-time	29.0	31.5	25.5
Unemployed	2.1	2.6	2.3
Travelling	1.7	2.2	3.3
Other activities	2.3	3.3	3.9

* Note: In some cases respondents carried out more than one of the above activities at the same time.

alternative offers only was to be enrolled at an Ontario College of Applied Arts and Technology. Often it was the case that rather than switch their career choice to accept an alternative university offer, these respondents decided to follow their career path but at a different type of institution. For those who did not receive any university offers at all, however, the most frequent activity was to be working full or part-time (31.5%). As before with the respondents as a whole, almost 80% in the non-offer group were doing the same thing on February 1, 1984 as on November 1. However, a number of respondents presumably finished upgrading their marks and entered a university program during the winter term.

(iii) Other Differences

Finally, a comparison can be made on a few background characteristics between the non-offer groups and the respondents as a whole. In terms of sex, males are more likely than females to be in the non-offer group and are in fact over-represented in this group when compared to the respondents as a whole. About 53% of those who received no offers at all, or alternative offers only were males compared to about 45% of the respondents as a whole.

For county of residence, respondents receiving no offers at all are over-represented in the counties of Middlesex and Waterloo and under-represented in Ottawa-Carleton. Respondents receiving alternative offers only are under-represented in Metro and Ottawa-Carleton and over-represented in Middlesex and Waterloo. Other differences in county of residence were too small to be worth noting.

In summary, one can conclude from the results of this study that the majority of Ontario university traditionally qualified non-registrants, although given the choice, elected to pursue other activities rather than attend a program in an Ontario university. About one quarter of respondents to this study did not receive any offer to a program of their choice in an Ontario university and it would appear that, for the most part, these respondents chose highly competitive fields for which they were under-qualified in terms of their Grade 13 grade point average.

APPENDIX A

DETAILED RESEARCH DESIGN AND FIELDWORK PROCEDURES

A-1. Timetable and Schedule of Events

1984

April 1 - April 15	Study design; questionnaire construction
April 16 - April 30	Pretest of questionnaire; Questionnaire finalization
May 1 - May 15	Printing of questionnaires; Organization of mailout; Construction of codebook
May 16 - May 31	First mailout; preliminary coding of returns and finalization of codebook
June 1 - June 15	Processing returns; second mailout (reminder cards); coding; data entry; design of data edits
June 16 - June 30	Processing returns; final mailout; coding; data editing; design of preliminary tabulations
July 1 - July 15	Processing returns; coding; data entry; data editing; tabulations
July 16 - July 31	Processing returns; coding; data entry; data editing; tabulations; design of final report
Aug. 1 - Aug. 15	Telephone survey of non-respondents; coding completed; data entry and editing completed; final tabulations completed; introductory report
Aug. 16 - Aug. 31	Finalization of report

A-2. Schedule and Agenda of Meetings

Date	Official Present	Purpose
April 4	Representatives from the Council of Ontario Universities (COU) and Social Data Research (SDR)	Preliminary research proposal and cost estimate
April 12	Representatives from COU, Ministry of Colleges and Universities; the Guelph Application Centre and the Commission on the Future Development of the Universities in Ontario and SDR	Questionnaire and study design
May 11	Representatives from COU and SDR	Finalization of questionnaire
July 13	Representatives from COU, Ministry of Colleges and Universities, the Commission on the Future Development of the Universities in Ontario and SDR	Finalization of outline for report; presentation of preliminary results

A-3. Questionnaire

A preliminary questionnaire was drafted by Social Data Research and the Research Team. Areas addressed included both general and specific factors related to the choice of a post-secondary institution; the applicants' program and institutional choice(s); whether or not original or alternative offers were received; the applicants' activity on November 1, 1983 and February 1, 1984; and finally, reasons why applicants chose not to enrol in any post-secondary institutions. There were no background questions (i.e. sex, residence, etc.) included in the questionnaire since these characteristics exist on a separate file at the Application Centre. These data, which were attached to the response data set at a later date, included the respondent's sex, county of residence, language of correspondence and Grade 13 grade point average.

The preliminary version of the questionnaire was pre-tested on 20 qualified population members, minor revisions were subsequently made, and a second version was pre-tested for format on an additional 10 non-registrants. A copy of the final questionnaire can be found in Appendix B-1.

The questionnaire was designed as a self-administered instrument and took on average about ten minutes to complete.

A-4. Mailout Procedure

The mailout of all questionnaires and reminder cards was carried out by the staff of the Ontario Universities' Application Centre. In total, three mailings occurred: first, a questionnaire was sent to the entire population; about 2 to 3 weeks after the first mailing, a reminder card was sent to those applicants who had still not responded; and finally after an additional 2 weeks, all remaining non-respondents received another questionnaire.

In order to keep track of who responded and who did not, four sets of address labels were produced from the master file. Three sets of labels were required for the mailings and the fourth was used as a control set. Each questionnaire had an ID label on it which was matched by the mailout clerks to the corresponding ID on the outgoing envelop label. As each filled out survey was received, a clerk pulled off the remaining corresponding mailout label(s) as well as the ID label from the control labels. The control label was affixed to the matching label on the returned questionnaire. The entire mailout procedure was carried out during the later part of May and most of June. The final date for processing returned surveys was July 31, 1984.

A-5. Response Rates and Biases

With regard to rates of response, it was anticipated that the first mailout would produce a return of about 30%, that an additional 10%

could be expected as a result of the reminder card, and that the third mailout would generate a further 15% to 20%, yielding a final, overall response rate of between 55% and 60%. In fact, the final response rate for the study was 58.6% well within the projected goal when non-deliverable questionnaires are included in the totals. There were a total of 434 non-deliverable surveys and when the figures were adjusted for these, the response rate becomes 62.3%.

In order to judge whether there was response bias in the study two routes were taken. The first was a comparison of a few key background characteristics between respondents and the population, and the second was to carry out a telephone survey of 200 randomly chosen non-respondents and compare the distribution of their responses on a few key questions to those of the respondents. (See Appendix B-2 for a copy of the instrument.)

In the first bias check, tables were generated from the master file that compared respondents with the population in terms of their sex, language of correspondence and county of residence. The results are presented in Table A-1. The differences in distribution for the most part, were very slight. Females were slightly over-represented in the response file; respondents from Metro Toronto were slightly under-represented.

In the telephone survey, non-respondents were asked the key questions about their program and institutional choices in 1983, whether or not any offers where received, and what their activities were last November 1, 1983 and last February 1, 1984. Once again the difference in the answers between the respondents and non-respondents were not great although a slightly higher proportion of (18.4% vs 15.4%) non-respondents did not receive any offers at all to an Ontario University of their choice. It was generally concluded, that the data collected were reasonably representative of the population surveyed.

A-6. Coding

After each returned questionnaire was accounted for by the mailout clerk, it was filed for coding. A small percentage of the returned questionnaires were not coded either due to ineligibility or high item non-response. A detailed coding manual (see Appendix B-3), which included instructions on exactly how to code each question, was prepared for the coders. In this way, the coding process was almost completely standardized.

About half of the questions and items in the questionnaire were closed-ended and the coding for these involved only the transfer of the appropriate code to the margin of the instrument. In other instances, however, the questions were open-ended, so that coders had to refer to the manual for the list of possible choices and their appropriate codes. Some of the codes for the open-ended questions were pre-conceived. However, many were added after it became apparent that a particular answer was given by a substantial number of respondents. Program and institution codes were developed using a schema adopted by the Application Centre and modified for the purpose of this study so that

Table A-1

Comparison between Respondents and the Population on Key Background Variables

	Respondents	Population
Sex		
Males	45.4	48.7
Females	54.6	51.3
Language of Correspondence		
English	97.7	97.6
French	2.1	2.1
Unknown	0.2	0.3
County of Residence		
Lanark	0.5	0.5
Ottawa-Carleton	6.3	6.8
Prescott & Russell	0.4	0.5
Renfrew	1.1	1.0
Glengarry	0.8	0.9
Kenora	0.9	0.8
Rainy River	0.2	0.2
Thunder Bay	1.6	1.5
Algoma	1.3	1.3
Manitoulin	0.1	0.1
Sudbury District	0.2	0.2
Sudbury Reg. Mun.	1.5	1.5
Cochrane	1.0	0.9
Muskoka	0.2	0.2
Nipissing	0.6	0.6
Parry Sound	0.4	0.4
Timiskaming	0.6	0.6
Elgin	0.7	0.6
Essex	2.7	2.3
Huron	0.5	0.5
Kent	1.1	1.0
Lambton	1.0	0.9
Middlesex	4.4	4.5
Brant	1.0	0.9
Bruce	0.5	0.5
Grey	0.7	0.7
Oxford	0.7	0.6
Perth	0.9	0.7
Waterloo	3.8	3.6
Wellington	1.5	1.4
Niagara	4.5	4.1
Haldimand/Norfolk	0.7	0.6
Hamilton/Wentworth	4.2	4.2

Table A-1 (Continued)

Comparison between Respondents and
the Population on Key Background Variables

	Respondents	Population
County of Residence (Continued)		
Dufferin	0.2	0.3
Halton	3.8	3.9
Peel	5.3	5.1
Simcoe	2.5	2.5
Metro Toronto	27.7	29.2
Haliburton	0.1	0.1
Victoria	0.3	0.4
York	3.7	3.5
Durham	3.2	3.2
Northumberland	0.8	0.6
Frontenac	1.4	1.6
Hastings	1.1	1.1
Leeds & Grenville	0.7	0.8
Lennox & Addington	0.3	0.3
Peterborough	0.9	0.9
Prince Edward	0.2	0.2
N	4180	7299

programs could be cross-referenced between the various colleges and universities (see Appendix B-3).

The coding procedure was carried out by a team of specially trained coders from the Application Centre. During the first few weeks of coding, supervisors from Social Data Research and the Application Centre checked the coding thoroughly, and any problems were worked out. The coding manual was finalized after the first few weeks of coding during a debriefing meeting attended by all coders, supervisors and a representative from the Council of Ontario Universities. After this period, regular checking continued throughout the entire coding phase, and coders were continually encouraged to set aside problem questionnaires for supervisors to code.

A-7. Data Entry, Editing and Analysis

Once the data were coded, they were entered directly into a computer file by data entry clerks at the Application Centre. The data were then edited for out of range and inconsistent codes. In particular, the edit program was designed to identify inconsistencies between programs and institutions in Questions 2, 3, 4, 5 and 6. If a program was coded or entered that was not offered at a particular institution, for example, the entire record was rejected. Surveys which were rejected due to any of the above errors were returned to the coders for correction and subsequently re-submitted to the entry clerks. Once again difficult cases were set aside for the supervisors of the project.

After the entry and editing of about 2500 cases was completed, preliminary frequencies were computed using an SPSS program. One of the purposes of running the frequencies was to judge any bias in the return file reported earlier. The second purpose was to use the percentage distributions as a guide to further computations. During the data entry phase of the project, the basic demographic characteristics as well as a few additional key variables from the Application Centre's master file of non-registrants, were transferred to the return file. These variables included sex, language of correspondence, county of residence, and grade 13 academic record.

Once all the eligible surveys were entered into the file and edited for errors, final tabulations were completed.

The final edited return file contained 4180 number of cases. Ninety seven questionnaires were rejected either due to high item non-response, duplicates or were entered too late for final editing.

APPENDIX B

RESEARCH MATERIALS

APPENDIX B-1

ONTARIO UNIVERSITIES' APPLICATION SURVEY

INTRODUCTION

The Council of Ontario Universities, the Ontario Ministry of Colleges and Universities, the Commission on the Future Development of the Universities of Ontario and the Ontario Universities' Application Centre are very interested in the general issue of access to post secondary education and in what factors play a role in students' choices of a program and institution.

The records of the Application Centre indicate that you applied for admission to an Ontario university last year but were not registered at one as of November 1, 1983. (You will have an opportunity to correct this information if it is incorrect). We would very much appreciate your co-operation in completing the following questions regarding program and institutional preferences, activity as of November 1, 1983 and February 1, 1984, and factors which affected your preferences and activity.

The information you provide will be treated in the strictest confidence. The number you see on the questionnaire corresponds to your application number and will be used for record keeping purposes only.

Please return the completed questionnaire in the pre-stamped envelope provided. It is very important that we receive your completed questionnaire as soon as possible. To ensure validity of the survey, every response is needed.

Thank you for your assistance and co-operation in this important project.

INSTRUCTIONS

Please read the instruction for each question carefully and indicate your response clearly either by **choosing the number** that best corresponds to your response or **by checking the appropriate box** ☑ where applicable. If you find that none of the responses applies to you, please write in your answer near the question. If a write-in response is required, **please print** to ensure that your answer is legible. Thank you for your help.

1. Below are listed some of the general factors related to post secondary educational choices. Thinking back to your experience last year, please rank the importance of each one of the following for you by checking ☑ the appropriate box.

	Unimportant or not a factor	Moderately important	Very important
(a) the institution's reputation for academic excellence	☐	☐	☐
(b) the good reputation of one particular program	☐	☐	☐
(c) the institution's athletic facilities and programs	☐	☐	☐
(d) the institution's size	☐	☐	☐
(e) size of the community in which the institution is located	☐	☐	☐
(f) the institution's reputation for job-oriented programs	☐	☐	☐
(g) to move away from my home town	☐	☐	☐
(h) to be with friends	☐	☐	☐
(i) family member(s) attended institution chosen	☐	☐	☐
(j) the advice or encouragement of high school teachers	☐	☐	☐
(k) the advice or encouragement of counsellors	☐	☐	☐
(l) the advice or encouragement of family	☐	☐	☐
(m) the advice or encouragement of friends	☐	☐	☐
(n) the institution's location close to home	☐	☐	☐
(o) finances	☐	☐	☐
(p) other factors (please specify below)			
_____	☐	☐	☐
_____	☐	☐	☐

2. Please list below, **in order of your original preference,** all of the post secondary programs and institutions (including universities, Ryerson, Ontario College of Art and community colleges, whether in Ontario or not) that you completed an application for last year. Each combination of program and institution should be regarded as an individual choice (e.g. applications for engineering and science at a single institution should be reported as two choices). Please indicate your main reason for each choice as well as whether or not an offer for admission was received.

	What was the name of the program?	What was the name of the institution?	Were you applying for 1 = full time studies 2 = part time studies	What was your MAIN REASON for making this choice?	Did you receive an offer? 1 = Yes, an offer was made 2 = No, an offer was not made
1st choice					
2nd choice					
3rd choice					
4th choice					
5th choice					
6th choice					
7th choice					
8th choice					
9th choice					
10th choice					

3. Some institutions, when unable to offer an applicant a place in the program applied for, will make an offer in an alternative program. Please list below any **alternative offers made to you** by any of the institutions of your choice.

	What was the name of the program?	What was the name of the institution?	Was the offer: 1 = full time studies 2 = part time studies	Did you accept 1 = Yes 2 = No
(1)				
(2)				
(3)				

REFERRING BACK TO Q.2 AND Q.3, IF YOU DID NOT RECEIVE ANY OFFERS AT ALL, PLEASE CHECK HERE ☐ AND SKIP TO Q.5

If you received one or more offers, please answer the question below.

4. Please list any programs and institutions from which you received an offer but did not accept or register and indicate the main reason for your decision.

	What was the name of the program?	What was the name of the institution?	Did you: 1 = accept but not register 2 = not accept	What was your MAIN reason for this decision?
(1)				
(2)				
(3)				
(4)				
(5)				

EVERYONE PLEASE ANSWER Q.5 AND Q.6

5. What were you doing on last November 1, 1983? Were you . . . (Please read all the responses and check ☑ those that apply).

1 ☐ registered in an Ontario university

If yes, which one and which program

_____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

2 ☐ registered in a university outside Ontario

If yes, which one and which program

_____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

3 ☐ registered at Ryerson

If yes, which program _____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

4 ☐ registered at the Ontario College of Art

If yes, which program _____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

5 ☐ registered in a community college

If yes, which one and which program

_____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

6 ☐ registered at another post secondary institution or technical college

If yes, which one and which program

_____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

7 ☐ enrolled in Grade 13

(Please check) Were you enrolled
full time ☐ 1 part time ☐ 2

8 ☐ working

(Please check) Were you working
full time ☐ 1 part time ☐ 2

9 ☐ unemployed but looking for work

10 ☐ travelling

11 ☐ other, please specify

_____

_____

6. What were you doing on February 1, 1984? Were you . . . (Please read all the responses and check ☑ those that apply).

1 ☐ registered in an Ontario university

If yes, which one and which program

_____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

2 ☐ registered in a university outside Ontario

If yes, which one and which program

_____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

3 ☐ registered at Ryerson

If yes, which program _____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

4 ☐ registered at the Ontario College of Art

If yes, which program _____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

5 ☐ registered in a community college

If yes, which one and which program

_____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

6 ☐ registered at another post secondary institution or technical college

If yes, which one and which program

_____

(Please check) Were you registered
full time ☐ 1 part time ☐ 2

7 ☐ enrolled in Grade 13

(Please check) Were you enrolled
full time ☐ 1 part time ☐ 2

8 ☐ working

(Please check) Were you working
full time ☐ 1 part time ☐ 2

9 ☐ unemployed but looking for work

10 ☐ travelling

11 ☐ other, please specify

_____

_____

BEST COPY AVAILABLE

7. Below are listed some of the reasons why students choose not to enrol in a post secondary institution. If you did not enrol in any post secondary institution in 1983/84, please rank the importance of each one for you by checking ☑ the appropriate box.

	Unimportant	Moderately Important	Very Important
(a) I wanted to attend a post secondary institution but I could not afford it	☐	☐	☐
(b) I needed a break from school	☐	☐	☐
(c) I was undecided about my future plans	☐	☐	☐
(d) I did not find the right program for me	☐	☐	☐
(e) My parents did not want me to attend a post secondary institution	☐	☐	☐
(f) I did not find the right institution for me	☐	☐	☐
(g) I decided to travel	☐	☐	☐
(h) I preferred to carry on with my job	☐	☐	☐
(i) I intended to look for work	☐	☐	☐
(j) I did not get accepted into the program of my choice	☐	☐	☐
(k) I wanted to improve my Grade 13 marks	☐	☐	☐
(l) I did not get accepted into the institution of my choice	☐	☐	☐

(m) Other reason (please specify below)

_____

_____

8. Finally, please provide any general comments about your experiences in applying to an Ontario university.

_____

_____

_____

_____

_____

_____

THANK YOU VERY MUCH

APPENDIX B-2

TELEPHONE SURVEY ANSWER SHEET

Respondents Name: ——————→

Sex: 1___ Male 2___ Female

Choice of Program and Institution in order of Preference

	Program	Institution	Did R receive offer? 1.Yes 2. No	Did R receive alternative offer? 1.Yes (Record Program) 2. No
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				
8th				
9th				
10th				

Activity on Nov. 1, 1983 : _____

_____

_____

Activity on Feb. 1, 1934 : _____

_____

_____

Other Comments : _____

_____

INTERVIEW QUESTION SHEET

Introduction: Hi. My name is _____ and I'm conducting a telephone study for the Ministry of Colleges and Universities and the Council of Ontario Universities. Some time ago we sent mail surveys to all applicants to an Ontario University for the 1982/83 school year who did not eventually register. Our records show that you did apply to at least one Ontario University during this period is that true?

The government is very concerned about whether or not qualified applicants are able to attend a University here in this province and therefore, I would like to ask you just a few quick questions. Thank you very much.

1. First, could you tell me which programs and institutions in order of your original preference, including Ryerson, OCA, all universities and colleges both in and outside Ontario you applied for in 1982?

   Did you receive an offer from any of your choices? (If Yes) Which ones?

2. I'm going to read you a list of activities and I'd like you to tell me what you were doing on last Nov. 1, 1983. (Anne read list below and record all activities) Were you

(a) registered full or part-time in a post-secondary institution (which one and which program)

(b) enrolled full or part-time in Grade 13

(c) working full or part time

(d) unemployed but looking for work

(e) travelling

(f) something else?

3. How about on last Feb. 1, 1984, were you still doing the same thing or something else. (Please record activity for Feb. 1).

Thank you very much for your time. Do you have anything you'd like to add?

APPENDIX B-3

Final Coding Manual

Variable Name	Description	Field Length (N. of Cols.)
ID1	Applicant's ID	9
Line 1	Line Number	1
	1. Below are listed some of the general factors related to post secondary educational choices. Thinking back to your experience last year, please rank the importance of each one of the following for you by ✓ the appropriate box.	
Q1A	the institution's reputation for academic excellence	1
	1. unimportant or not a factor 2. moderately important 3. very important 9. no response	
Q1B	the good reputation of one particular program	1
	(code same as above)	
Q1C-Q10	(code same as above)	13
Q1P1	What was other factor 1?	2
	(code as they come up)	
	9. no other factors given	
	01. extra curricular programs and clubs 02. the teacher's interest in students 03. the general nature of the programs 04. the minimum average required 05. length of program 06. degree or diploma 07. location other (bus route, relatives, environment) 08. institutional facilities-residence, etc. 09. quality of teachers 10. worry if they would get job 11. general reputation of institution 12. class size 13. recommendation of professionals in that field 14. family pressure 15. scholarship or financial aid 16. opportunity for new experiences 17. bilingual	
Q1P1A	Rank of other factor 1	1
	(code same as above)	
	9. no other factors given	

Variable Name	Description	Field Length (N. of Cols.)
Q1P2	What was other factor 2 ? (code same as above)	2
Q1P2A	Rank of other factor 2 (code same as above)	1
Q1P3	What was third other factor ? (code same as above)	2
Q1P3A	Rank of third other factor (code same as above)	1
Q1P	More than 3 other factors given? 1. yes 9. no	1
	2. Please list below, in order of your original preference, all of the post secondary programs and institutions (including universities, Ryerson, Ontario College of Art and community colleges, whether in Ontario or not) that you completed an application for last year. Each combination of program and institution should be regarded as an individual choice (e.g. applications for engineering and science at a single institution should be reported as two choices). Please indicate your main reason for each choice as well as whether or not an offer for admission was received.	
Q1A	First choice program (code using attached lists)	2
Q2A2	First choice institution (code using attached list) (code universities outside Canada together, code Community Colleges outside Ontario together)	3
Q2A3	Was applicant applying full time or part time? 1. full time 2. part time	1

Variable Name	Description	Field Length (N. of Cols.)
Q2A4	What was first main reason for making this choice?	2

01. the institution's reputation for academic excellence
02. the good reputation of one particular program
03. the institution's athletic facilities and programs
04. the institution's size
05. size of the community in which the institution is located
06. the institution's reputation for job-oriented programs
07. to move away from my home town
08. to be with friends
09. family member(s) attended institution chosen
10. the advice or encouragement of high school teachers
11. the advice or encouragement of counsellors
12. the advice or encouragement of family
13. the advice or encouragement of friends
14. the institution's location close to home
15. finances
16. general reputation
17. interest in a particular field/career interest
18. general atmosphere
19. admission requirements not as high
20. in case not accepted in preferred choice
21. co-op program offered
22. couldn't decide/last minute decision
23. relative or friends at or near institution
24. location unspecified gen. location
25. types and variety of courses in general (more choice)
26. length of course or program
27. availability of residence
28. program and courses easier
29. gen. desire to go to un. - degree
30. worry about getting job
31. method of teaching
32. availability of transportation
33. selling job of university liaison - callendars etc.
34. cancellation of program by institution
35. bilingual
36. scholarship
66. miscellaneous

Variable Name	Description	Field Length (N. of Cols.)
Q2A5	What was second main reason for making this choice? (code same as above) 99. no second reason given	2
Q2A6	More than 2 reasons given 1. yes 2. no	1
Q2A7	Did applicant receive an offer? 1. yes 9. no	1
Q2B1-Q2B7	Same as above for second choice 9. no other choices given	12
Q2C1-Q2C8	Same as above for third choice 9. no other choices given	12

Variable Name	Description	Field Length (N. of Cols.)
Q2D1-Q2D8	Same as above for fourth choice	12
	9. no other choices given	
Q2E1-Q2E8	Same as above for fifth choice	12
	9. no other choices given	
Q2F1-Q2F8	Same as above for sixth choice	12
	9. no other choices given	
Q2G1-Q2G8	Same as above for seventh choice	12
	9. no other choices given	
Q2H1-Q2H8	Same as above for eighth choice	12
	9. no other choices given	
Q2I1-Q2I8	Same as above for ninth choice	12
	9. no other choices given	
Q2J1-Q2J8	Same as above for tenth choice	12
	9. no other choices given	
Q2	More than 10 choices made	1
	1. yes 2. no	
	3. Some institutions, when unable to offer a place in the program applied for, will make an offer in an alternative program. Please list below any alternative offers made to you by any of the institutions of your choice.	
Q3A1	Program of first alternative offer	2
	(code program using same code list as in Q2)	
	99. no offers made	
Q3A2	Institution of first alternative offer	3
	(code institution using same code list as in Q2)	
	999. no offers made	

Variable Name	Description	Field Length (N. of Cols.)
Q3A3	Was the offer full or part time? 9. no offers made 1. full time 2. part time	1
Q3A4	Did applicant accept offer? 9. no offers made 1. yes 2. no	1
Q3B1-Q3B4	Same as above for second alternative offer 9's. no second offer made	7
Q3C1-Q3C4	Same as above for third alternative offer 9's. no third offer made	7
Q3	More than three alternative offers made? 1. yes 2. no	1
Q4A1	First program that applicant did not accept or register in (code program using same code list as Q2) 99. no offers received	2
Q4A2	First institution that applicant did not accept or register in (code institution using same code list as Q2) 999. no offers received	3
Q4A3	Did applicant accept but not register or not accept? 9. no offers received 1. accepted but did not register 2. did not accept	1

Variable Name	Description	Field Length (N. of Cols.)
Q4A4	First main reason why not?	2

(code using combination of list from Q7 and additional others as they come up)

99. No other offers made
01. I wanted to attend university but I could not afford it
02. I needed a break from school
03. I was undecided about my future plans
04. I did not find the right program for me
05. My parents did not want me to attend university
06. I did not find the right institution for me
07. I decided to travel
08. I preferred to carry on with my job
09. I intended to look for work
10. I did not get accepted into the program of my choice
11. I wanted to improve my Grade 13 marks
12. I did not get accepted into the institution of my choice
13. I received a better offer elsewhere
14. Location - too far away
15. Not ready-immature
16. Changed mind abour career or program
17. Wanted university rather than college
18. Standards too difficult/competition too great
19. No guarantee for job
20. Course too long
21. pursued different interest (pro sports)
22. family reasons
23. wanted to be away from home
24. offer made too late - or not good enough
25. did not like institution
26. other location or geographical reasons
27. didn't get residence
28. wanted college not university

30. wanted co-op
31. program not recommended
32. size of university
33. deferral
34. university accep needed for RMC
66. other

Variable Name	Description	Field Length (N. of Cols.)
Q4A5	Second main reason why not (code same as above)	2
Q4A6	More than two main reasons given ? 1. yes 2. no	1
Q4B1-Q4B6	Code second offer same as first 9's. no other offers received	11
Q4C1-Q4C6	Code third offer same as above	11
Q4D1-Q4D6	Code fourth offer same as above	11
Q4E1-Q4E6	Code fifth offer same as above	11

Variable Name	Description	Field Length (N. of Cols.)
Q4	More than five offers received?	1
	1. yes 2. no	
	5. What were you doing on last November 1, 1983? Were you ... (Please read all the responses and check those that apply).	
Q5A1	Was applicant registered in an Ontario university?	1
	1. yes, checked 2. no, not checked	
Q5A2	If yes, which one?	3
	(code using list from Q2)	
	999. not applicable	
Q5A3	If yes, which program?	2
	(code using list for Q2)	
	99. not applicable	
Q5A4	If yes, was applicant registered full or part time	1
	9. not applicable 1. full time 2. part time	
Q5B1	Was applicant registered in a university outside Ontario?	1
	1. yes 2. no	
Q5B2	If yes, which one?	3
	(code using list from Q2)	
	999. not applicable	
Q5B3	If yes, which program?	2
	99. not applicable	

Variable Name	Description	Field Length (N. of Cols.)
Q5B4	If yes, was applicant registered full or part time 9. not applicable 1. full time 2. part time	1
Q5C1	Was applicant registered at Ryerson? 1. yes 2. no	1
Q5C2	If yes, which program? (code using list for Q2) 99. not applicable	2
Q5C3	Was applicant registered full or part time 9. not applicable 1. full time 2. part time	1
Q5D1	Was applicant registered at the Ontario College of Art? 1. yes 2. no	1
Q5D2	If yes, which program? (code using list from Q2) 99. not applicable	2
Q5D3	Was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q5E1	Was applicant registered in a community college? 1. yes 2. no	1
Q5E2	If yes, which one? (code using list from Q2) 999. not applicable	3

Variable Name	Description	Field Length (N. of Cols.)
Q5E3	If yes, which program? (code using list from Q2) 99. not applicable	2
Q5E4	Was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q5F1	Was applicant registered in another post secondary institution? 1. yes 2. no	1
Q5F2	If yes, which one? (code using attached list of private institutions) 99. not applicable	2
Q5F3	If yes, which program? (code using attached list of programs) 99. not applicable	2
Q5F4	If yes, was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q5G1	Was applicant enrolled in Grade 13? 1. yes 2. no	1
Q5G2	If yes, was applicant enrolled full or part time? 9. not applicable 1. full time 2. part time	1
Q5H1	Was applicant working? 1. yes 2. no	1

Variable Name	Description	Field Length (N. of Cols.)
Q5H2	If yes, was applicant working full or part time? 9. not applicable 1. full time 2. part time	1
Q5I	Was applicant unemployed? 1. yes 2. no	1
Q5J	Was applicant travelling? 1. yes 2. no	1
Q5K	What other was applicant doing? (code as they come up) 99. no other given 01. Prof. sports or amature 02. Maternity or family leave 03. Military training 04. Voluntary or missionary cuso 05. Religious studies 06. Personal activity	2
Q5	Did applicant give more than one other activity? 1. yes 2. no 6. What were you doing on February 1, 1984? Were you ... (Please read all the responses and check those that apply).	1

Variable Name	Description	Field Length (N. of Cols.)
Q6	Was applicant doing exactly the same thing on February 1, 1984? 1. yes 2. no, applicant was doing something different (Please note - Q6 should still be coded for everyone)	1
Q6A1	Was applicant registered in an Ontario university? 1. yes, checked 2. no, not checked	1
Q6A2	If yes, which one? (code using list from Q2) 999. not applicable	3
Q6A3	If yes, which program? (code using list from Q2) 99. not applicable	2
Q6A4	If yes, was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q6B1	Was applicant registered in a university outside Ontario? 1. yes 2. no	1
Q6B2	If yes, which one? (code using list from Q2) 999. not applicable	3
Q6B3	If yes, which program? 99. not applicable	2

Variable Name	Description	Field Length (N. of Cols.)
Q6B4	If yes, was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q6C1	Was applicant registered at Ryerson? 1. yes 2. no	1
Q6C2	If yes, which program? (code using list for Q2) 99. not applicable	2
Q6C3	Was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q6D1	Was applicant registered at the Ontario College of Art? 1. yes 2. no	1
Q6D2	If yes, which program? (code using list from Q2) 99. not applicable	2
Q6D3	Was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q6E1	Was applicant registered in a community college? 1. yes 2. no	1
Q6E2	If yes, which one? (code using list from Q2) 999. not applicable	3

Variable Name	Description	Field Length (N. of Cols.)
Q6E3	If yes, which program? (code using list from Q2) 99. not applicable	2
Q6E4	Was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q6F1	Was applicant registered in another post secondary institution? 1. yes 2. no	1
Q6F2	If yes, which one? (code using list of private institutions) 99. not applicable	2
Q6F3	If yes, which program? (code using attached list of programs) 99. not applicable	2
Q6F4	If yes, was applicant registered full or part time? 9. not applicable 1. full time 2. part time	1
Q6G1	Was applicant enrolled in Grade 13? 1. yes 2. no	1
Q6G2	If yes, was applicant enrolled full or part time? 9. not applicable 1. full time 2. part time	1
Q6H1	Was applicant working? 1. yes 2. no	1

Variable Name	Description	Field Length (N. of Cols.)
Q6H2	If yes, was applicant working full or part time? 9. not applicable 1. full time 2. part time	1
Q6I	Was applicant unemployed? 1. yes 2. no	1
Q6J	Was applicant travelling? 1. yes 2. no	1
Q6K	What other was applicant doing? (code as they come up) 99. no other given 01. Prof. sports or amature 02. Maternity or family leave 03. Military training 04. Voluntary or missionary cuso 05. Religious studies 06. Personal activity	2
Q6	Did applicant give more than one other activity? 1. yes 2. no	1

Variable Name	Description	Field Length (N. of Cols.)
	7. Below are listed some of the reasons why students do not enrol in a post secondary institution. If you did not enrol in a post secondary institution in 1983/84, please rank the importance of each one for you by checking the appropriate box.	
Q7A	I wanted to attend university but could not afford it.	1
	1. unimportant 2. moderately important 3. very important 9. no response	
Q7B-Q7L	(code same as above)	11
Q7M1	First other mentioned	2
	99. No other mentioned 01. I wanted to attend university but I could not afford it 02. I needed a break from school 03. I was undecided about my future plans 04. I did not find the right program for me 05. My parents did not want me to attend university 06. I did not find the right institution for me 07. I decided to travel 08. I preferred to carry on with my job 09. I intended to look for work 10. I did not get accepted into the program of my choice 11. I wanted to improve my Grade 13 marks 12. I did not get accepted into the instutition of my choice 13. I received a better offer elsewhere 14. Location - too far away 15. Not ready-immature 16. Changed mind about career or program 17. Wanted university rather than college 18. Standards too difficult/competition too great 19. No guarantee for job 20. Course too long 21. Pursued different interest (pro sports) 22. family reasons 23. wanted to be away from home 24. offer made too late - or not good enough 25. did not like institution 26. other location or geographical reasons 27. didn't get residence 28. wanted college not university 30. wanted co-op 31. program not recommended 32. size of university 33. deferral 34. university accep. needed for RMC	

Variable Name	Description	Field Length (N. of Cols.)
Q7M2	Second other mentioned (Code same as above)	2

Variable Name	Description	Field Length (N. of Cols.)
Q7M3	More than 2 other reasons given? 1. yes 2. no	1
Q8A	First comment given 99. No other mentioned 01. Positive comments about universitie's role in admission 02. Negative comments about universitie's role in admission 03. Positive comments about Application Center's role 04. Negative comments about Application Center's role 05. Positive comments about High School's role 06. Negative comments about High School's role 07. Positive comments about system or procedure in general 08. Negative comments about system or procedure in general 09. Comments about personal difficulties unrelated to above 10. Other positive comments unrelated to above 11. Other miscellaneous 12. Worry about not getting job 13. Neg. comments re. OSAP 14. Offer too late coming from university 15. 16.	2
Q8B	Second comment given (code same as above) 99. none given	2
Q8C	Third coment given (code same as above) 99. none given	2
Q8	More than 3 comments given 1. yes 2. no	1

Code	University Program	Community College Equivalent & Other (program # from Horizons, pp 12-19)	Eyecon (program # from Horizons, p. 87)
01	Agriculture	Agricultural Technology	
02	Architecture	Technology 241 Architectural (Building) Technician 242 Architectural (Design) Technician 243 Architectural (Design) Technology 244 Architectural (Drafting) Technician 245 Architectural (Drafting) Technology 246 Architectural (Mechanical Systems) Technician 247 Architectural Technician 248 Architectural Technology	Technology 74.03 Architectural Science
03	General Arts		
04	Fine and Applied Arts (All courses at OCA are codes 04)	Arts 052 Advertising Art 053 Apparel, Management/Design 054 Art Conservation Techniques 055 College Vocational Program 056 Commercial Art & Design/ Packaging Design 057 Commercial Ceramics 058 Computer Graphics 059 Crafts & Design/Material Arts/ Furniture Accessory 060 Creative &/or Commercial Arts & Crafts 061 Dance 062 Design Arts/Basic Design 063 Fashion Arts/Modelling/Design/ Merchandising 064 Fine Arts & Crafts/Administration 065 Floriculture, Retail 067 Graphic Design 068 Horsemanship/Equine Care/ harness/Horse Industry Operation	Arts 70.01 Fashion 70.02 Graphic Arts Management 70.03 Interior Design 70.05 Library Arts 70.06 Photographic Arts 70.07 Radio and Television Art 70.08 Theatre

Code	University Program	Community College Equivalent & Other	Ryerson
04	Fine and Applied Arts (continued)	069 Industrial Design	
		070 Interior Design/Decorating	
		071 Jewellery Arts/Repairs/Watchmaking	
		073 Metal Arts	
		076 Painting	
		078 Pottery	
		079 Sign Writing (Commercial Art)/ Screen Painting/Print Making	
		080 Theatre Arts/Performing Arts	
		081 Urban Design	
		082 Visual Arts: Merchandiging	
05	Science	Technology	Technology
		258 Biological (Chemical) Technician	74.09 Laboratory Science
		259 Biological (Industrial Microbiology) Technician	
		260 Biological (Microbiology/Electron Microscopy) Technology	
		261 Biological (Research) Technology	
		262 Biological (Sciences) Technology	
		267 Chemical (Biochemical) Technician	
		268 Chemical (Biochemical) Technology	
		272 Chemical (Food & Drug) Technology	
		276 Chemical (Laboratory) Technician	
		277 Chemical (Laboratory) Technology	
		278 Chemical (Microbiology) Technology	
		279 Chemical (Pharmaceutical) Technology	
		282 Chemical Technician	
		283 Chemical Technology	
		284 Civil (Building Construction) Technician	
		297 Computer (Computing Science) Technology	
		298 Computer (Data Processing) Technician	
		302 Computer (Micro) Service Technician	
		303 Computer (Science) Technology	
		304 Computer (Systems) Technology	

Code	University Program	Community College Equivalent & Other	Ryerson
06	Business	**Business** 083 Business: Accounting 087 Business: Administration & Management 113 Business: Data Processing 122 Business: Marketing, Sales 130 Business: Secretarial	**Business** 72.00 Business 72.01 Business Administration 72.02 Business Management 72.03 Hospitality & Tourism Management 72.04 Secretarial & Administrat Studies
07	Education	**Instructional Resource Services** 235 Audio-Visual/Instruction Materials/ Equipment Technician 236 Educational Resources Technician 237 Library Technician	
08	Physical Education, Health and Recreation	**Community Services** 167 Coaching, Gymnastics/Athletics/ Training Management/Figure Skating/Diving 174 Fitness Instructor	

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Code	University Program	Community College Equivalent & Other	Ryerson
09	Engineering and Applied Sciences	Technology 269 Chemical Eng Technician 271 Chemical (Environmental) Eng Technician 273 Chemical (Industrial) Eng Technician 274 Chemical (Industrial) Eng Technology 275 Chemical (Industrial Hygiene) Eng Technology 280 Chemical (Polymer) Eng Technician 281 Chemical (Polymer) Eng Technology 285 Civil (Construction) Eng Technician 286 Civil (Drafting) Eng Technician 287 Civil Eng Technician 288 Civil Eng Technology 289 Civil (Explosives) Eng Technician 290 Civil (Marine) Eng Technology 291 Civil (Municipal) Eng Technology 292 Civil (Public Works) Eng Technician 293 Civil (Public Works) Eng Technology 294 Civil (Structural) Eng Technology 295 Civil (Transportation) Eng Technician 296 Civil (Transportation) Eng Technology 299 Computer Eng Technician 300 Computer Eng Technology 301 Computer (Micro) Eng Technology 306 Construction Eng Technician 307 Construction Eng Technology 308 Construction (Heavy Equipment) Eng Technician 309 Construction (Management) Eng Technician 310 Construction (Management) Eng Technology 311 Construction (Supervisor) Technician 312 Control (Systems) Eng Technician 313 Control (Systems) Eng Technnology 314 Digital Electronics Eng Technician 315 Drafting Eng Technician	Technology 74.01 Aerospece Eng Technology 74.02 Applied Computer Science 74.04 Chemical Eng Technology 74.05 Civil Eng Technology 74.07 Electrical Eng Technology 74.08 Industrial Eng Technology 74.11 Mechanical Eng Technology 74.12 Metallurgical Eng Technolo 74.13 Survey Eng Technology

Code	University Program	Community College Equivalent & Other	Ryerson
09	Engineering and Applied Sciences (continued)	318 - 347 Other engineering 350 Other engineering 361 - 362 " 366 - 368 " 370 " 372 - 376 " 379 - 381 " 383 " 387 - 391 " 393 - 400 " 402 - 407 " 409 - 412 " 422 " 424 - 427 " 434 - 435 "	
10	Environmental Studies	Technology 348 Environmental Science Technician/ Technology Community Services 168 Community: Environmental Planning/ Development	
11	Forestry	Technology 355 Forestry (Fish & Wildlife) Technology 356 Forestry (Parks & Recreation) Technology 357 Forestry Technician 358 Forestry Technology	

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Code	University Program	Community College Equivalent & Other	Ryerson
12	Household Science	Community Services 166 Child Studies/Nanny 172 Early Childhood Education/Day Worker 173 Family/Consumer Studies 175 Gerontology Techniques 177 Infant/Toddler Care & Education Techniques - Post Diploma 181 Nursery Aide/Family Day Care	Community Services 73.02 Early Childhood Education 73.04 Food, Nutrition, Consumer and Family Studies
13	Journalism	Communications 154 Journalism Print/Broadcast/ General	Arts 70.04 Journalism
14	Landscape Architecture	Technology 365 Horticulture Technician 377 Landscape Technician 378 Landscape Technology Arts 072 Landscape Design	Technology 74.10 Landscape Architecture Technology
15	Music	Arts 074 Music 075 Music Industry Arts 077 Piano Community Service 189 Piano Technician	
16	Nursing	Health 219 Mental Health Nursing 220 Nursing Assistant 221 Nursing Assistant - Post RNA 222 Nursing (Diploma) 223 Nursing Refresher/Upgrading 224 Nursing - Post RN	Community Service 73.01 Adult Intensive Care Nurs 73.05 Nursing

Code	University Program	Community College Equivalent & Other	Ryerson
17	Pharmacy	Health 227 Pharmacy Assistant	
18	Rehabilitation Medicine	Health 228 Physiotherapy/Occupational Therapy	
19	Social Work	Community Services 162 Addiction Counsellor 164 Behavioural Science/Mental Health Worker 165 Child Care Worker/Child Services 169 Community Studies/Social Resource Development 170 Correctional Worker/Community Worker 171 Counsellor: Special Care/Residential/ Rehab/Workshop Rehab 180 Mental Retardation Counsellor 182 Ontario Native Education (Alcohol & Drug Abuse Worker) 183 - 186 Ontario Native Education - Other 192 Social Services Worker	Community Services 73.06 Social Work
20	Veterinary Medicine	Health 208 Animal Health/Care	
21	Sports Administration	Community Services 163 Arena/Ski Area Management 187 Outdoor Recreation Technician/ Golf Course Technician 188 Parks Operation & Services 190 Recreation/Facilities Management/ Administration/Leadership 193 Sports/Entertainment Administration	
22	Arts and Science	Arts 066 General Arts and Science	

Code	University Program	Community College Equivalent & Other	Ryerson
23	Other - Canadian Studies, Cultural Studies, Environment & Resource Studies, Computer Studies, Comparative Development Studies, Native Skills, Integrated Studies		
24		Other Communications not listed above	
25		Other Community Services not listed above	Other Community Services not list above
26		Food, Hospitality and Tourism	
27		Other Health not listed above	
28		Other Technology not listed above	Other Technology not listed above

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ONTARIO

B--	Brock University
C--	Carleton University
G--	University of Guelph
A--	Lakehead University
L--	Laurentian University
M--	McMaster University
O--	Universite d'Ottawa
Q--	Queen's University
T--	University of Toronto
R--	Trent University
W--	University of Waterloo
E--	University of Western Ontario
N--	University of Windsor
Y--	York University
U--	Wilfrid Laurier University
P--	Royal Military College
H01	Ryerson Polytechnical Institute
H02	Ontario College of Art

MANITOBA

I03	University of Manitoba
I01	Brandon University
I05	University of Winnipeg

SASKATCHEWAN

J01	University of Saskatchewan
J02	University of Regina

ALBERTA

K01	University of Alberta
K03	Canadian Union College
K02	University of Calgary
K04	University of Lethbridge
K07	Athabasca University

BRITISH COLUMBIA

S01	University of British Columbia
S03	Royal Roads Military College
S06	Simon Fraser University
S07	University of Victoria

ONTARIO COMMUNITY COLLEGES

X01	Algonquin College of Applied Arts & Technology
X02	Cambrian College of Applied Arts & Technology
X03	Canadore College of Applied Arts & Technology
X04	Centennial College of Applied Arts & Technology
X05	Conestoga College of Applied Arts & Technology
X06	Confederation College of Applied Arts & Technology
X07	Durham College of Applied Arts & Technology
X08	Fanshawe College of Applied Arts & Technology
X09	George Brown College of Applied Arts & Technology
X10	Georgian College of Applied Arts & Technology
X11	Humber College of Applied Arts & Technology
X12	Lambton College of Applied Arts & Technology
X13	Loyalist College of Applied Arts & Technology
X14	Mohawk College of Applied Arts & Technology
X15	Niagara College of Applied Arts & Technology
X16	Northern College of Applied Arts & Technology
X17	Sault College of Applied Arts & Technology
X18	St. Clair College of Applied Arts & Technology
X19	St. Lawrence College of Applied Arts & Technology
X20	Seneca College of Applied Arts & Technology
X21	Sheridan College of Applied Arts & Technology
X22	Sir Sanford Fleming College
X23	Centralia College of Agricultural Technology
X24	Kemptville College of Agricultural Technology
X25	New Liskeard College of Agricultural Technology
X26	Niagara Parks Commission, School of Horticulture
X28	Ridgetown College of Agricultural Technology
X29	Toronto Institute of Medical Technology

V--	Other Ontario Institutions (private)
Z10	Other Non-Ontario Canadian Institutions (private)
Z20	Non-Canadian Institutions (Universities)
Z30	Other Non-Ontario Canadian Institutions (Community Colleges)
Z40	Other Non-Canadian Institutions (private)
Z50	Universities outside North America
Z99	Unknown

UNIVERSITIES - Alphabetic Listing

D03	Acadia University
K01	Alberta, University of
K07	Athabasca University
D11	Atlantic Institute of Education
F01	Bishop's University
I01	Brandon University
S01	British Columbia, University of
B--	Brock University
K02	Calgary, University of
D12	Cape Breton, University College of
C	Carleton University
F09	Concordia University
D04	Dalhousie University
G--	Guelph, University of
D10	King's College, University of
A	Lakehead University
L--	Laurentian University
F07	Laval, Universite
K04	Lethbridge, University of
I03	Manitoba, University of
F02	McGill University
M--	McMaster University
D01	Memorial University
D18	Moncton, Universite de
F04	Montreal, Universite
D15	Mount Allison University
D05	Mount St. Vincent University
D16	New Brunswick, University of
D07	Nova Scotia, Technical University of
H02	Ontario College of Art
O--	Ottawa, Universite de
D02	Prince Edward Island, University of

F06	Quebec, Universite de
Q	Queen's University
J02	Regina, University of
P	Royal Military College
S03	Royal Roads Military College
H01	Ryerson Polytechnical Institute
D13	Sainte-Anne, Universite
D08	St. Francis Zavier University
D17	St. Thomas University
D09	St. Mary's University
J01	Saskatchewan, University of
F08	Sherbrooke, Universite de
S06	Simon Fraser University
D07	Technical University of Nova Scotia
T--	Toronto, University of
R--	Trent University
W--	Waterloo, University of
E--	Western Ontario, University of
U--	Wilfrid Laurier University
N--	Windsor, University of
I05	Winnipeg, University of
S07	Victoria, University of
Y--	York University

B-4. Re-classification of Programs by Program Type

1. Arts Related - general arts, fine and applied arts, arts and science, journalism, music, social work, miscellaneous arts related, communications and community service.

2. Business Related - business, sports administration, food, hospitality and tourism.

3. General Science Related - science

4. Engineering Related - engineering and applied sciences, architecture, landscape architecture, other technology.

5. Applied Health - nursing, pharmacy, rehabilitation medicine, other health.

6. Applied Biological Sciences - agriculture, environmental science, forestry, household science, veterinary science.

7. Education Related - education, physical education.